

Call for Submissions for Special Theme Issue for
Equity and Excellence in Education

**Examining Doctoral Education Across Academic Disciplines
Using A Social Justice Perspective**

Guest Editors: Benita J. Barnes and Shuli Arieh Archer

Doctoral education has long been considered the crown jewel of the American higher education system, and it is thought to attract the best and the brightest students the world has to offer. However, the notion of “the best and the brightest” can be problematic because historically this term has been narrowly defined. Therefore, the question becomes: How can doctoral education become inclusive so that it truly reflects the best and brightest regardless, and in light of, people’s social identities based upon race, class, gender, sexual orientation, religion, and ability?

This special theme issue aims to be the first collection of writings on doctoral education to explicitly use a social justice perspective, to focus on the impact in doctoral education of social inequality based on social identities, including residency status (i.e., US-born students, recent migrant students, or international students). The purpose of this issue is to explore the ways in which doctoral education may be failing in its mission to attract and retain the most talented students across academic disciplines. We wish to address the doctoral experiences of many students who have experienced structural inequities in their prior education, lack of access to cultural and social capital, and other limitations within the larger society.

We welcome scholarly research and theoretical perspectives that examine the many social justice concerns that shape doctoral students’ experiences at personal, interpersonal, or programmatic levels. Topics can include:

- Admission and Access
- Retention
- Time-to-Degree
- Department Culture and Climate
- First Generation Doctoral Students
- Academic Socialization Process
- Research or Teaching Assistantships
- Fellowships, grants, stipends
- Financial aid, family support
- Peer community, housing, quality of life
- Advisor/Advisee Relationships
- Mentoring
- Course Curriculum
- Comprehensive Exams
- Dissertation Writing
- School/Life Balance
- Program Policy
- Other Relevant Topics

Format: See our website (<http://www.eee-journal.com>) for Instructions for Authors.

Timeline: Submission of 3 hard copies and an electronic disk with the file saved as a Rich Text Format document by **November 1, 2009** mailed to *Equity & Excellence in Education*, 370 Hills South, 111 Thatcher Road, University of Massachusetts, Amherst, MA 01003. Please address

any questions to Guest Editor Benita J. Barnes (barnesbj@educ.umass.edu). This special issue is scheduled to be published in February 2011.